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locality; so when the time for weeding arrived, they knew the weeds that were to be plucked out, and no mistakes were made by pulling up the seedlings.

The question arose as to which was better to plant, onion sets or onion seeds. One group planted the seeds, and the other the sets, with the result that the latter harvested its onions this spring, while the former will have a harvest in the autumn.

This account of the meager work in connection with the fifth-grade garden is illustrative of the fundamental importance and far-reaching consequences of intelligent garden work. It is in its nature physical, social, moral, ethical, extensive, and experimental. It is physical in that it gives motor response to the idea and gives the child an opportunity for being out of doors a while each day. It is fundamentally social, as no part of the school work can bring the children into freer and more commonsense relations socially. The garden party to which they invited their parents and friends gave them a chance to realize themselves as a functioning part of the social whole. It is moral in that it develops the ideas of respect for property, ownership, responsibility, and dignifies manual labor. It establishes the fundamental percepts of ethical ideas and in its principles extends to all the subjects of the curriculum. Here may be worked out not alone the fundamental principles of the natural and physical sciences, but it is the basis for mathematics, history, geography, drawing, and literature. Through its inductive experimentation it enlarges the imagery and establishes the basis of logical thinking.

MARCH OF THE LITTLE SANDALS.

MAY ROOT KERN.



